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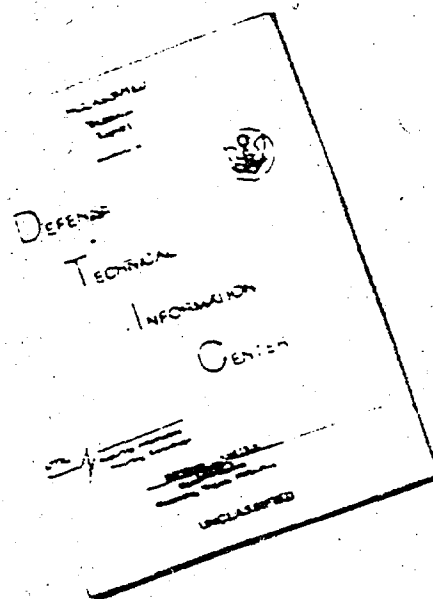
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EVALUATION OF THE EFFECTIVENESS OF
NOSC MANAGEMENT AND ENGINEER INTERN
PROGRAM
STUDY REPORT
PMC 73-1

ROBERT C. HAHN
GS-13 DNC

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EVALUATION OF THE EFFECTIVENESS OF
NOSC MANAGEMENT AND ENGINEER INTERN
PROGRAM

AN EXECUTIVE SUMMARY
of a
STUDY REPORT
by

ROBERT C. HAHN
GS-13 DNC

Defense Systems Management School
Program Management Course
Class 73-1
Fort Belvoir, Virginia 22060

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DEFENSE SYSTEMS MANAGEMENT SCHOOL

STUDY TITLE:

EVALUATION OF THE EFFECTIVENESS OF NOSC MANAGEMENT AND
ENGINEER INTERN PROGRAM

STUDY PROBLEM/QUESTION:

TO DETERMINE IF THE MANAGEMENT AND ENGINEER INTERN PROGRAM
PROGRAM IS EFFECTIVE IN PROVIDING CAREER MANAGERS IN THE
MANAGEMENT AND ENGINEERING AREAS.

STUDY REPORT ABSTRACT:

A
THE MANAGEMENT INTERN PROGRAM WAS INTRODUCED IN MID 1967
BY THE NAVAL ORDNANCE SYSTEM COMMAND AS A METHOD FOR
SELECTING AND TRAINING OUTSTANDING YOUNG MEN AND WOMEN
WHO POSSESS THE TALENT AND POTENTIAL TO DEVELOP INTO
RESPONSIBLE HIGH LEVEL MANAGERS WITHIN ONE OF THE FUNCTIONAL
ADMINISTRATIVE OR ENGINEERING AREAS OF THE COMMAND. THIS
REPORT EVALUATES THE EFFECTIVENESS OF THE PROGRAM THROUGH
AN INVESTIGATION OF MASLOW'S HIERARCHY OF NEEDS AND HERZBERG'S
TWO-FACTOR THEORY OF MOTIVATION AND THEIR FULFILLMENT OR
ASSIANCE WITHIN THE PROGRAM. AS A RESULT OF THIS REPORT,
IT IS DETERMINED THAT THE PROGRAM IS BASICALLY EFFECTIVE IN
PROVIDING A BASIS FOR ELIGIBLE PERSONNEL TO PURSUE A CAREER
IN THE FIELD OF MANAGEMENT OR ENGINEERING WITHIN CIVIL
SERVICE.

Subject: 60-17, 170

60-17, 170

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73-1

MAY 1973

EXECUTIVE SUMMARY

The Problem

1. To determine if the Management and Engineer Intern Program at Naval Ordnance Systems Command (NOSC) is effective in providing the Command with career civil service management and engineer personnel. Furthermore, a secondary purpose is to determine what improvements could be made to further increase the program effectiveness.

Assumptions

2. In order for the program to achieve its purpose there must be sufficient motivation factors present and the deficit needs must be fulfilled at a sufficient level if the intern is to respond favorably. Furthermore, the dissatisfiers or hygiene factors within the training program should be minimal.

Background

3. Faced with the continuing need for skilled management personnel who possess the capacity to grasp and solve the sophisticated administrative problems inherent in a complex, dynamic organization, Naval Ordnance Systems Command implemented the Management Intern Program in mid-1967. This Program would provide the means for selecting and training outstanding young men and women who possess the talent and potential to develop into a responsible high level manager within one of the functional administrative areas of the Command. Basically, the program uses Command orientation, rotational assignments in different

administrative areas, meetings, field trips, after-hours and CSC courses, and career counseling as methods to accomplish the Program objectives. This Program was later extended in the late 1960's by NOSC to encompass the engineering series in order to help fill a shortage of engineers. To date, 45 people have been hired under the management portion and 11 for the engineer portion.

Study Approach/Methodology

4. In order to evaluate the effectiveness of the Program in training the interns and meeting the Program objectives, career managers in the management and engineer fields, it was decided to use the questionnaire approach. The questionnaire was structured around Maslow's "Hierarchy of Needs" which are:

NEED FOR SELF-ACTUALIZATION

NEED FOR ESTEEM

NEED FOR BELONGINGNESS AND LOVE

SAFETY NEEDS

PHYSIOLOGICAL NEEDS

and also around Herzberg's "Satisfiers - Dissatisfiers":

SATISFIERS

ACHIEVEMENT

RECOGNITION

WORK ITSELF

RESPONSIBILITY

ADVANCEMENT

GROWTH

DISSATISFIERS

COMPANY POLICY AND ADMINISTRATION

SUPERVISION

WORKING CONDITIONS

INTERPERSONAL RELATIONS

SALARY

STATUS

DISSATISFIERS

JOB SECURITY

PERSONAL LIFE

Responses on the questionnaire were then used to see if the Program properly fulfills the interns' needs and provides sufficient motivation (Satisfiers). In addition, several interviews with employees of the Personnel Office were used to supplement the questionnaire responses.

Evaluation of Factors

5. A quantitative evaluation of the hygiene factors or dissatisfiers shows that in general there should be few dissatisfiers found in the Program. One factor that was expected to show up was the Company Policy and Administration. Once graduated from the Program, the interns are very vulnerable in a Reduction-in-Force (RIF) situation.

Questionnaire Response

6. There were 36 questionnaires distributed to the interns in the Program and graduates of the Program that are at MOSC. However, only twelve questionnaires were answered. These responses were then tabulated and evaluated. Basically the satisfiers or motivators were found to be quite positive although there were a number of areas which could stand improvement. The one hygiene factor that was thought may be present was the Company Policy and Administration dissatisfiers. Almost every intern, past and present, did not like the vulnerable position they are in or would be in during a RIF situation once out of the Program.

Conclusion

7. The management and engineer training program provides sufficient motivation and fulfillment of the basic needs of the interns that it can fulfill its objective of supplying qualified managers in the management and engineer areas. It was found that a few of the dissatisfiers showed up in the questionnaire responses but overall they were at a minimum. The attrition rate since the Program was first implemented is almost 40% which is due to the continual cutback in personnel and the graduate intern's vulnerability during such situations.

Recommendations

8. It is recommended that the Program be continued but several changes be made. First, the rotational assignments should be better managed so that they can be of maximum benefit for the trainees. Secondly, the required written reports should either be deleted or changed to an oral report (intern to personnel sponsor) so that the intern can get some feedback on such reports. The recommendation that is most important is that there should be some way found to protect the investment the Command has in these people so they are not going "out the door" during a RIF situation after graduation from the Program.

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EVALUATION OF THE EFFECTIVENESS OF
NOSC MANAGEMENT AND ENGINEER INTERN
PROGRAM

STUDY REPORT

PRESENTED TO THE FACULTY
of the
DEFENSE SYSTEMS MANAGEMENT SCHOOL
IN PARTIAL FULFILLMENT OF THE
PROGRAM MANAGEMENT COURSE
CLASS 73-1

by
ROBERT C. HAHN
GS-13 DNC

MAY 1973

EVALUATION OF THE EFFECTIVENESS OF NOSC
MANAGEMENT AND ENGINEER INTERN PROGRAM *

CHAPTER I

Statement of the Problem

The purpose of this study is to determine if the management and engineering intern program at Naval Ordnance Systems Command is effective in providing the Command with career civil service management and engineer personnel. Furthermore, a secondary purpose is to determine what improvements could be made to further increase the program effectiveness.

* This study represents the views, conclusions, and recommendations of the author and does not necessarily reflect the official opinion of the Defense Systems Management School nor the Department of Defense.

CHAPTER II

Assumptions

1. For the purposes of this study, Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory of Motivation are assumed as the criteria for evaluation of the effectiveness of the Management and Engineer Intern Program.
2. It is assumed that the intern program will not be able to achieve its purpose if there are not sufficient motivation factors present. Further, it is assumed that if the intern program is a good career development program, the "dissatisfiers" will be at a minimum and the hierarchy of needs will be satisfied at a sufficient level for the individual intern.
3. It was further assumed that an overall evaluation of the effectiveness of this Program could not be gained from questionnaires to the interns alone, but would require interviews within NOSC.

CHAPTER III

Background

1. The Naval Ordnance Systems Command has a continuing need to develop skilled management personnel who possess the capacity to grasp and solve the sophisticated administrative problems inherent in a complex, dynamic organization (4:1). The Naval Ordnance Systems Command Management Intern Program was established as a means for selecting and training outstanding young men and women who possess the talent and potential to develop into responsible high level managers within one of the functional administrative areas of the Command (4:1). The Naval Ordnance Systems Command participates with the Department of the Navy in the Federal Management Intern Program administered by the Civil Service Commission (4:2). This program was later extended in NOSC to encompass engineers to help fill a shortage of engineering personnel being felt throughout the Civil Service community during the late 1960's.

2. Basically the program uses Command orientation, rotational assignments, meetings, field trips, after-hour and CSC courses, and career counseling as the methods to accomplish the program goals (4:2-3). Upon completion of the first three months of the Program, the intern has the opportunity to select a career field of his choice where he will then complete the final three months as an intern (4:2). Although the Program is initially set up for a six-month time frame, extensions of the Program for six- to twelve-month periods have been obtained.

3. Since the implementation of this Program in mid-1967, Naval

Ordnance Systems Command has hired 45 personnel for the management/administrative program and 11 personnel for the engineer program. Managers and supervisors of these personnel were made familiar with the aims and purposes of the Program and were asked to help develop appropriate and meaningful work assignments (4:3).

4. Of the original 45 management/administrative and 11 engineering personnel hired, there are only 28 management/administrative personnel and 8 engineers still employed at NOSC. Reasons for some of the attrition among interns who have completed the Program are Reduction-in-Force (RIF), acceptance of positions outside the Government or with other agencies, and military service. The intern Program thus far has shown a retention rate of 64 percent.

CHAPTER IV

Study Approach/Methodology

1. As stated in Chapter II, the assumption was made that an evaluation of the effectiveness of the Program could be made using "Maslow's Hierarchy of Needs" (1:16) and "Herzberg's Two Factor Theory of Motivation" (2:20). A questionnaire (see Appendix A) was constructed and distributed to interns presently enrolled in the Program and graduates of the Program.

2. Maslow's theory of personality and motivation that people show toward their goals can be translated or converted to a set of needs. These needs can be arranged into a conceptual hierarchy (1:17) as follows:

- NEED FOR SELF-ACTUALIZATION
- NEED FOR ESTEEM
- NEED FOR BELONGINGNESS AND LOVE
- SAFETY NEEDS
- PHYSIOLOGICAL NEEDS

The basic need or foundation of this hierarchy is the physiological needs, and each need can have various nuances and gradation within any given level of need (3:83-102).

3. The factors of the "Herzberg's Two-Factor Theory of Motivation" are labeled Dissatisfiers and Satisfiers (2:20). The Dissatisfiers, job content and environmental factors are: (2:21)

COMPANY POLICY AND ADMINISTRATION

JOB SECURITY

WORKING CONDITIONS

SALARY

STATUS

PERSONAL LIFE

INTERPERSONAL RELATIONS

SUPERVISION

4. The Satisfiers' job content or satisfying experiences are: (2:20)

ACHIEVEMENT

WORK ITSELF

RECOGNITION

ADVANCEMENT

GROWTH

RESPONSIBILITY

5. The questionnaire, Appendix A, was constructed around the "Hierarchy of Needs" and the "Satisfiers - Dissatisfiers". It was hoped that by the responses received on the questionnaire that two basic questions could be answered. First, "Is the NOSC Intern Program effective?"; and secondly, "What are the improvements that can be made to make the Program more effective?". While looking for the answers to these general questions, several specific areas were under investigation or scrutiny. These areas were looked at in terms of the influence they might have on an intern's expectations. Some of the areas were supervisory influence, education, prior work or service experience, and co-worker influence. TABLE 1 gives a breakdown of the various questions (1 thru 10) and what needs of the satisfiers or dissatisfiers were being investigated. The general

QUESTION NO	SATISFIER/DISSATISFIER/NEED
1	Responsibility; Need for Esteem; Supervision
2	a. Recognition; Need for Esteem; Interpersonal Relations b. Recognition; Need for Esteem and Belonging; Interpersonal Relations c. Same as 2b.
3	Growth; Achievement; Need for Self-Actualization and Esteem; Supervision; Recognition
4	Growth; Status; Job Security; Need for Safety and Physiological Needs; Advancement
5	Growth; Recognition; Responsibility; Need for Self-Actualization-and Esteem; Supervision
6	Work Itself; Growth; Need for Belonging and Safety; Working Conditions
7	Advancement; Physiological Needs; Salary
8	Work Itself; Need for Self-Actualization and Esteem; Supervision
9	a. Recognition; Need for Esteem; Supervision b. Recognition; Need for Esteem; Supervision c. Recognition; Need for Esteem; Supervision
10	Job Security; Need for Safety; Physiological Needs; Company Policy and Administration

TABLE 1
QUESTION AND EVALUATION FACTOR RELATIONSHIP

background information (see Appendix A) was requested to help show a possible correlation between the items called out and the way the intern responding to the questionnaire viewed the Program. Questions 11 thru 15 were used to see if the responding intern discerned any "Satisfiers - Dissatisfiers" in the Program that were not covered in the first ten questions.

6. The questionnaire was distributed to the interns and intern graduates at NOSC, a total of thirty-six. Due to travel, annual leave and plain disinterest on the part of some graduates of the Program, only twelve questionnaires were returned. Fortunately, those returned were from the majority of personnel still in the intern program.

CHAPTER V

Evaluation of Factors *

1. Prior to evaluating the responses to the questionnaire, at this time it would be desirable to look at the various hygiene factors (dissatisfiers) that exist within the Program in a quantitative sense.

2. Dissatisfiers or Hygiene Factors (2:22)

SALARY: An intern enters the Program at the GS-5 to -9 level dependent upon the amount of education, experience, or combination of both. This translates into a salary range of \$7,694 to \$11,614. Normally, after six months to a year the intern is eligible for a promotion to the next grade which can be translated into a salary increase of approximately \$2,000. For instance, a person entering the engineer program as a GS-9 can obtain a GS-13 within 2 1/2 to 3 years which is a salary increase of over \$8,000.

JOB SECURITY: While a person is enrolled in the Program he is relatively secure. During a Reduction in Force (RIF) situation, an intern cannot be "bumped" (a situation where a senior employee takes another employees' position and the displaced employee must now look for a new position) unless a reduction in the number of trainees or interns is taking place. Since the inception of the Program, there has not been any reduction of personnel in training

* Evaluation of the hygiene factors in this chapter are those of the author. The author has been employed at NOSC for the past three years and has taken a subjective view of what is presented in this chapter.

positions. However, upon completion of the Program, the intern becomes a normal "civil servant" and becomes as vulnerable as their compatriots to a RIF. It should be noted that the vast majority of graduates of this Program have very little seniority.

WORKING CONDITIONS: The present working conditions at NOSC are excellent. The building is only a few years old with good lighting, air conditioning, etc. The interns have their own desk and file cabinet and enjoy the general working atmosphere of their fellow workers.

STATUS: While in the Program, the intern has no official status within the Program other than that of a "trainee". It should be pointed out that the trainee shares the same facilities as their co-workers and most of these (desk, square footage, cabinet, etc.) are equivalent to GS-13 GSA (General Services Administration) standards.

PERSONAL LIFE: Working hours at NOSC are from 0700 - 1530 which gives the employees ample time to "spend around the house". Other than occassional travel for training of short duration at field activities, there does not appear to be any great influence asserted by the Program on the trainee's personal life.

SUPERVISION: As previously stated in Chapter III, the supervisors and managers of the various divisions and branches are indoctrinated as to the goals of the program and what the interns are expected to do and to learn. Supervisory reports on the intern are required to be sent to the Personnel Office at quarterly intervals or at the completion of an intern's assignment to a specific office.

COMPANY POLICY AND ADMINISTRATION: An intern, like their co-workers, fall under the Civil Service Commission regulations and in this particular case, a NOSC Instruction. While a person is enrolled in this Intern Program, they are relatively safe from a RIF and the RIF process of "bumping". However, as previously stated, upon completion of the Program, the intern becomes "fair game" in the RIF procedure.

INTERPERSONAL RELATIONS: Generally, there are no difficulties in the relationship between the interns and their supervisors, co-workers, and peers. However, there are some areas, i.e., procurement and production, where a difficulty could arise due to differences of educational background between the interns and the group they are entering.

CHAPTER VI

Evaluation of Questionnaire Responses

1. The questionnaires were distributed to the thirty-six interns and graduates of the Program and as previously stated, only twelve questionnaires were returned. Although this is a poor response, ten of the questionnaires responses are from interns presently enrolled in the Program of which there are only fifteen. The other questionnaire returns came from a graduate of the management and another from a member of the engineer program.
2. The responses were recorded in several different manners. The first method used for recording the responses was to tabulate the responses as a group for each question according to the possible responses. This tabulation is shown in TABLE 2. The second tabulation used only the present intern responses (10 in total). This tabulation is shown in TABLE 3. Each questionnaire was reviewed to see if any correlation between responses, grade, education or experience could be found. Lastly, the responses to questions 11 thru 15 were reviewed to see if any factors not disclosed on the first ten questions were surfaced.
3. In looking at the tabulations of responses to the questionnaire, it appears that the majority of the interns view the Program as being effective in terms of the hygiene factors, satisfiers and their needs. From the responses, the "satisfiers" were evaluated.
4. Satisfiers or Job Content Factors (2:20)

ACHIEVEMENT: From reviewing the responses, one gets the opinion

QUESTION NO	RESPONSE				
	STRONGLY DISAGREE	DISAGREE	NO OPINION	AGREE	STRONGLY AGREE
1		1	1	6	4
a 2 b c			2 2 1	7 8 9	3 2 2
3		3	1	5	3
4		1	2	5	4
5		1	1	5	5
6		3	2	6	1
7		2	1	6	3
8	1	7	2	1	1
a 9 b c			1 3 4	9 8 7	2 1 1
10*	5	4		2	

TABLE 2
TOTAL QUESTIONNAIRE RESPONSE

* A graduate of the Program responded to this question as not applicable.

QUESTION NO	RESPONSE				
	STRONGLY DISAGREE	DISAGREE	NO OPINION	AGREE	STRONGLY AGREE
1		1	1	4	4
a 2 b c			2 2 1	5 6 7	3 2 2
3		2	1	4	3
4			2	5	3
5		1	1	3	5
6		3	1	5	1
7		2	1	4	3
8	1	6	2	1	
a 9 b c			2 3	8 7 6	2 1 1
10	5	3		2	

TABLE 3
PRESENT INTERN QUESTIONNAIRE RESPONSE

that the trainee or intern does get the feeling of achievement or personal satisfaction of solving a problem and completing their assigned task. Specifically, when you look at the responses to Questions 1, 3, 5, 8, and 9, the intern generally feels the tasks assigned them are of some value, they are free to use their own judgment in accomplishment of the assigned tasks and that the overall supervision on assigned tasks was limited. When the interns couple this with the knowledge that their work is acceptable to the supervisor, an experience of achievement is definitely prevalent.

WORK ITSELF: The overall response to the questions relating to work itself were not clear enough to obtain an overall opinion of this factor. Looking specifically at Questions 3, 6, and 8, the tasks assigned are acceptable and not tasks of the nature that no one else wants to do. However, there were some interns who found it hard to work in different offices for short periods of time. When reading through the responses to Questions 13 and 15, several interns mentioned they would like to see some of the required rotation to certain offices removed due to the fact that the work assigned was not meaningful or that it did not accomplish anything. One response included the recommendation that "busy work" reports should be removed from the Program. Although the majority of interns felt the work was interesting, varied, challenging, etc., there appeared to be instances where the work or assignment serves no purpose other than "a waste of time".

ADVANCEMENT: As stated in an earlier chapter, advancement while in the intern program is fairly well set. If the interns have been

accomplishing their assignments in a satisfactory manner and they have the required time in grade, they will receive their promotion on time. There were no remarks on either the lack of or quickness of advancement in the written questions. In response to Question 4, the majority felt the Program was a benefit to obtaining a journeyman position (dependent upon the GS series this can be either a 12 or 13 level position).

RESPONSIBILITY: The intern responses show that in the majority they feel they have the responsibility to carry out the task assigned. Specifically, the majority felt that they are allowed to use their own judgment in accomplishing the tasks assigned and furthermore, they are allowed to undertake more difficult tasks with limited supervision. Strangely enough however, responses from two engineer interns (one a graduate of the Program) felt that they were not given new and challenging tasks regularly enough. Both these engineers are almost at the journeyman level in their GS series.

GROWTH: Without a doubt, a training program such as is being evaluated should have a high growth content factor. From the tabulation of the responses to the questions relating to growth, the majority felt that the Program enhanced their background and the learning of new skills. In Questions 14 and 12, many of the interns commented very positively on the relevance of what they learn that will help them in their position after completion of the Program. Further, it should be noted that interns are required to take a number of after-hour courses to keep them up to date in their field or round them out. Several

interns expressed interest in seeing the required Civil Service courses and the NOSC orientation reviewed, updated, and improved to better enhance what the intern can expect on the job.

RECOGNITION: In the two questions which looked at recognition, the responses show that the interns' work as well as themselves are accepted by their supervisors, co-workers and peers. Other than a few "no opinions", all the interns agreed that they are accepted within the group and their work is of at least an acceptable level. Furthermore, in looking at the responses to Question 14, a number of interns are getting the feeling of personal accomplishment from the Program.

6. Several "dissatisfiers" or hygiene factors were apparent in the questionnaire responses. The one area that the interns show the greatest concern is that upon completion of the Program they are very vulnerable during a RIF situation. Due to the graduating intern's lack of tenure they normally will be on the bottom of the list in a GS series and come a RIF situation, they will be cut first. During one of the interviews it was remarked that it is hard to train the interns and see them "go out the door" during a RIF situation when they have completed the program (5:0). Another area of concern was that of company policy and administration. A number of the interns commented on the written reports required at the end of a rotational assignment or on a quarterly basis. The interns feel there should be some feedback on the reports or the reports should be given orally. A closer relationship between the intern and "personnel" sponsor was desired which shows that the interpersonal relations may not be sufficient.

CHAPTER VII

Conclusions

1. The management, administration and engineer intern program provides sufficient fulfillment of the "deficit" needs and provides an atmosphere for the intern to fulfill his growth need -- self-actualization. In fulfilling or providing the atmosphere for the fulfillment of the hierarchy of needs, the Program can be said to be effective.
2. The "dissatisfiers" or hygiene factors seem to be kept to a minimum; however, a few were found to be present within the limited sample taken for this study.
3. The "satisfiers" or job content factors were found to be quite positive among the sample. There were a few instances where a "negative" aspect was found within these factors.
4. From the figures gathered there is apparently a high (40%) attrition rate. This, in part, appears to be due to the relatively low tendency the graduates of the program have when they go into a normal billet, thus being vulnerable during a RIF.
5. Through one of the interviews it was learned that not all supervisors apply the assigned intern properly. In some cases the intern is just given publications, instructions, ASPR, or budget reviews to read or they are used solely as a functional specialist. The learning function of an assignment such as above is totally unacceptable. This shortcoming was further found to be a response on several questionnaires to Question 14.
6. Basically, though the Program is effective in terms of the hierarchy,

of needs and the "satisfiers - dissatisfiers" (which was used to measure the effectiveness) does not appear to fulfill the intent of the Program as described in Chapter III.

7. Another factor that was brought out during one of the interviews was that the interns did not have a free choice of the final billet they go to upon completion of the Program. In this day of personnel cut-backs, the billet structure within NOSC will not permit a graduate to go to a job just because it is his choice. This can cause a problem if the position obtained is considered untenable to the person.

CHAPTER VIII

Recommendations

1. The rotational assignment portion of the Program should be revised and/or restructured. Assignments should be set up so that the interns will gain the maximum benefit in broadening their knowledge from the 3-4 weeks spent on such assignments.
2. The requirement for written reports upon completion of an assignment or on a quarterly basis should be reviewed. Several alternatives that should be looked at during the review are the possible deletion of the requirement, provide feedback on the reports, or have the intern give his personnel sponsor an oral report.
3. The orientation course and Civil Service courses the interns are required to take should be revised or reviewed. Courses that are not adequately fulfilling the requirements of the overall program should be dropped from the "required list".
4. The Command should take action to try and find some way to protect the investment they have in the graduates of the Program. In conjunction with other Commands, which probably have the same problem, the Civil Service Commission should be requested to allow commands to keep these people under a "protective umbrella" until they have sufficient grade and tenure to withstand the RIF. At least the Command should try to keep the interns on a "bare bones" training plan until they are "career" designated.
5. Indoctrination of supervisors and managers who work with the interns should be increased. The goals and benefit of this Program to the Command should be stressed so that "make work" jobs are eliminated.

Perhaps a greater interest by higher authority can help get the importance of the Program across.

6. Personnel entering the Program should be made aware that the billet structure within the Command is such that the intern's first choice of an assignment may not be available. Every effort should be made; however, to place the intern in an area he/she has the background for and is in or near the field of their choice.

CHAPTER IX

In Retrospect

1. This chapter will be an attempt to reflect on the approach used in this study and to describe some of the pitfalls found. Several other points which came out during the interviews which were not covered in the body of the study but are of significance will also be addressed here.
2. Originally it was hoped that the questionnaire could be administered to three separate groups - interns presently in the Program, program graduates, and those who have left the Command. It was felt that this would give a good basis in judging the effectiveness of the Program and possibly show some relation of program effectiveness to intern selection. However, the structuring of a questionnaire is not an easy job if the desired outcome of a question is not apparent. After many iterations of possible questions, the questionnaire finally went to press. At this point the contact within the Command (a graduate of the Management Intern Program) left the Command to take a position in another Government office. Not being able to personally administer the questionnaire to the groups, the questionnaire was therefore distributed with a poor return as a result. From this it can be seen that to use a questionnaire for the basis of a study paper is not the easiest approach. Timing and the ability to administer a questionnaire in person should be taken into account if such an approach is going to be undertaken. As can be seen, neither of these two areas were carefully considered in this study. There was however, sufficient data

returned from the present interns so that the study was not a loss.

3. There was one item that came out during the interview which was not covered in the body of the report but impacts this study. This "little" item is that the management and engineer training program has been cancelled for FY 1974 and in all probability will be cancelled for succeeding fiscal years. This is due to the constant personnel cut backs the Command is facing and when combined with a decreasing budget there is no possible way that the Command can train people via this program and retain them. From this, one can see that in a few years a critical shortage of young professional people in management areas will be felt within the Command. It was also brought out that there have been no new engineers hired under this program for the last two fiscal years and no hiring foreseen in the near future.

4. Perhaps from this, one thing the study does not point out clearly enough is that there must be some change in Civil Service regulations if the Command under these regulations are to be able to "pump new blood into some old and tired veins".

ANNOTATED BIBLIOGRAPHY

1. Maslow, Abraham H. "The Study of Man At His Best." Behavioral Science, Concepts and Management Application. The Conference Board Report No. SSP 216, New York, 1971.
A short article about Maslow and his theory of the "Hierarchy of Needs". Gives a basic background of what the needs are and how they are structured.
2. Herzberg, Frederick. "Work and Motivation". Behavioral Science, Concepts and Management Application. The Conference Board Report No. SSP 216, New York, 1971
A short article about Herzberg's Two-Factor Theory which gives a background of the satisfiers-dissatisfiers and how they work to motivate or cause dissatisfaction.
3. Maslow, Abraham H. "A Theory of Human Motivation". People and Productivity. McGraw-Hill. New York, 1969.
A paper by Maslow which goes into his hierarchy of needs and the various nuances and graduations that can be found in each. He further states how a person will move from one need to the next.
4. Naval Ordnance Systems Command, Management Intern Program, (Washington, D. C., 1967) NAVORD INSTRUCTION 12410.5
The basis for the management program. Explains the responsibilities and requirements for participants, personnel and supervisors.
5. Interviews with Ms. Bobbie Ellerbee, Personnel Generalist, Personnel Office, Code ORD-09C3, 16 April and 2 May 1973
Ms. Ellerbee gave some personal views of how she sees the program from the personnel office viewpoint.

APPENDIX A

APPENDIX A

MANAGEMENT INTERN ☐

ENGINEER INTERN ☐

OTHER _____

MALE ☐

FEMALE ☐

AGE: 18-22 ☐

23-27 ☐

28-32 ☐

GRADE LEVEL: GS-5-9 ☐

GS-10-12 ☐

GS-13 + ☐

EDUCATION: TYPE of DEGREE _____

1. I am given freedom on the job to use my own judgement.

Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree

2. I am fully accepted: By my supervisors,

Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree

By my co-workers,

Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree

By my peers.

Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree

3. I am given challenging and new tasks regularly.

Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree

4. The intern program is a benefit toward obtaining a journeyman position.

Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree

5. I am capable and allowed to undertake difficult tasks with limited supervision.

Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree

6. I do not find it hard to work in different offices for short periods of time.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<hr/>				

7. The interns salary range is adequate.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<hr/>				

8. Tasks assigned to me are tasks no one else wants to do.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<hr/>				

9. I know how my work is accepted: By my supervisor,

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<hr/>				

By my co-workers,

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<hr/>				

By my peers.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<hr/>				

10. Upon completion of the program, I am not worried about my position during a "RIF".

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
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11. If you had previous industry or military experience, has it been helpful in the intern program? If so, to what extent?

12. What would you like to see added to improve the intern program?

13. What would you like to see removed from the program?

14. What portion of the program have you found most rewarding and why?

15. What portion of the program have you found to be least rewarding and why?